

ARE YOU TURNING UP THE H.E.A.T. IN YOUR CLASSROOM?

Use this form to reflect the amount of H.E.A.T. generated from your lesson(s).

Higher-order Thinking

- ☐ Students taking notes only; no questions asked
- ☐ Student learning/questioning at knowledge level
- ☐ Student learning/questioning at comprehension level
- ☐ Student learning/questioning at application level
- ☐ Student learning/questioning at analysis level
- ☐ Student learning/questioning at synthesis/evaluation levels

Engaged Learning

- ☐ Students report what they have learned only
- ☐ Students report what they have learned only; collaborate with others
- ☐ Students given options to solve a problem
- ☐ Students given options to solve a problem; collaborate with others
- ☐ Students help define the task, the process, and the solution
- ☐ Students help define the task, the process, and the solution; collaboration extends beyond the classroom

Authenticity

- ☐ The learning experience is missing or too vague to determine relevance
- ☐ The learning experience represents a group of connected activities, but provides no real world application
- ☐ The learning experience provides limited real world relevance, but does not apply the learning to a real world situation
- ☐ The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation
- ☐ The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
- ☐ The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students

Technology Use

- ☐ No technology use is evident
- ☐ Technology use is unrelated to the task
- ☐ Technology use appears to be an add-on and is not needed for task completion
- ☐ Technology use is somewhat connected to task completion involving one or more applications
- ☐ Technology use is directly connected to task completion involving one or more applications
- ☐ Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs

Digital-Age Best Practices

- ☐ Promoting shared expertise through networked collaboration
- ☐ Bolstering purposeful inquiry through student questions
- ☐ Personalizing and globalizing content by making authentic connections
- ☐ Accelerating individual growth through vertical/horizontal differentiation
- ☐ Anchoring student learning with digital-age tools and resources
- ☐ Clarifying student understanding with formative assessments